

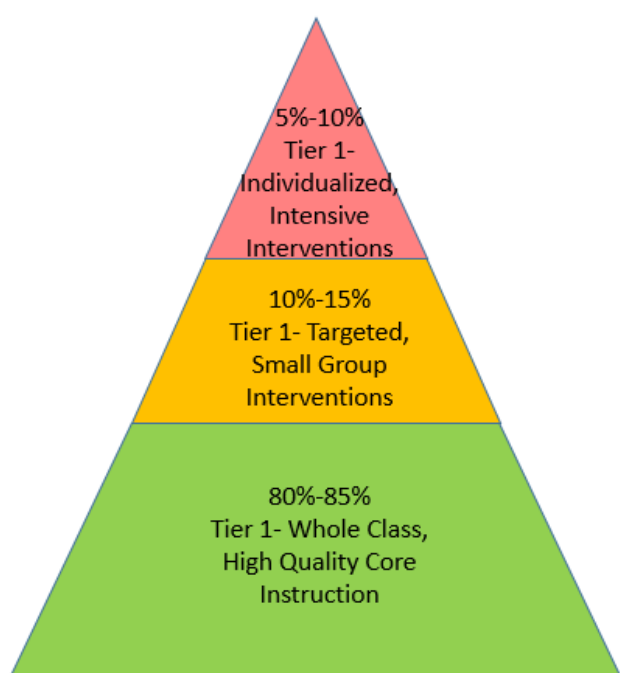


RTI

RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a tiered framework for the identification of students with learning, behavioral, or social-emotional deficits. In the RTI process, students are identified through a screening process, and necessary interventions are applied with the goal of improving student achievement, behavior, and social-emotional well-being. While there are different models of RTI, most models follow the tiered model below.

3 Tiers of Interventions



The most common models of RTI consist of three tiers.

- Tier 1 services provide effective interventions to 80% to 85% of students. Those students who do not respond to Tier 1 interventions receive services in Tier 2 or Tier 3.
- Tier 2 services provide effective interventions to 10% to 15% of students.
- Tier 3 services provide effective interventions to 5% to 10% of students.

Tier 1

Universal Interventions

Tier 1 services provide high-quality core instruction, standards based instruction, explicit instruction, and differentiated instruction along with universal screeners and frequent progress monitoring. Examples of strategies include targeting struggling learners, using assessment to inform instruction or intervention, and flexible grouping (Branching Minds, 2020).

Tier 2

Targeted Interventions

Tier 2 services provide interventions for students in small groups who have specific, targeted needs. Tier 2 interventions are more systematic and intensive for individualized learning. As in Tier 1, Tier 2 contains targeting, progress monitoring, and using assessment to inform instruction (Branching Minds, 2020).

Tier 3

Intensive Interventions

Tier 3 services provide interventions for individual students. In Tier 3, teachers focus their efforts on the needs of individual students who experience significant academic, social-emotional, or behavioral problems (RTI Action Network, n. d.).

Models of RTI

Problem-Solving Model:

In this model of RTI, school-based teams review student performance data in an effort to identify students with learning problems. The team also recommends interventions to solve the problems. Finally, the team evaluates the results of the intervention (VanDerHeyden, n. d.).

Standard Protocol Model:

This model uses one intervention chosen by the educational staff to help students with deficits improve. This ensures fidelity in implementation and allows support staff to also implement the intervention. The person who instructs the students makes the decisions about the effectiveness of the intervention (The IDEA Partnership, 2007).

Functional Assessment Model:

This model is similar to a functional behavior assessment (Iwata et al., 1982 as cited by VanDerHeyden, n. d.). Baseline data is collected on student performance prior to intervention, and then the effect of the intervention on student learning is tested (VanDerHeyden, n. d.).

Screeners Used in the RTI Process

CBM: Curriculum-Based Measurement

DIBELS: Dynamic Indicators of Basic Early Literacy Skills

WRMT-R: Woodcock Reading Mastery Test-Revised

WJ-R: Woodcock-Johnson-Revised (Huges, n. d.)

References

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